(8) The Member then referred to the suggestion in the Dewan's Address that there was the possibility of an education cess being levied and primary education left in the hands of local bodies. He ventured to submit that an education cess would be a highly impolitic measure and might place the State in the throes of a revolution. Such an idea was quite foreign to the people. It might even retard the progress of education. The Education Boards had not been working properly; nor were similar institutions such as the Town Improvement Committees doing any substantial or useful work. The Education Boards might be established and made to fall into line, so that, ten years hence, they might be of help in relieving the Government in some matters educational. But, for a great many years, they should not interfere and spoil matters. There should be the Departmental schools; and the Aided schools, which were doing invaluable work, would co-operate with the Government schools in furthering the cause of education. He therefore requested that the question of levying an education cess should not be thought of in the present conditions of the State.

(9) A greater impetus to technical education should be given by starting a number of industrial schools.

(10) The Sanskrit Patasala should be raised to a college. A capable officer from the service might be made *ex-officio* Principal for some time.

(11) Lastly, the Member spoke about the need for giving Tamil education on a larger scale than at present. It was regrettable that the Vernacular Education Committee had no proposals for promoting the cause of Tamil education. Even in the Tamil taluks of the Southern Division, there was a greater number of Malayalam schools than Tamil schools. The Malayalam schools had no place in those taluks, and they should be replaced by Tamil schools.

Dewan's reply.—Noted.

108. The exclusion of married boys from the Sirkar Secondary Schools.

Mr. S. Venkatachalam Iyer (Member, T. I. C., Kuzhithura) said that the subject was one that was advocated with much force by Mr. K. G. Sesha Iyer last year, and his object was to keep it alive before the Government till it was accepted by them. Though the proposal had been before the public for one year, no dissentient note had been raised from any quarter, except in one newspaper. He quoted the opinions of several eminent men and argued that Judges, Doctors, Sanyasis and others were all agreed in the opinion that celibacy was an indispensable element in a student during his period of education.

The possible difficulties that might be raised against his proposal were (1) the fear of the Educational authorities to interfere with social custom; (2) the *vara sulka*; (3) the disposal of the existing grown-up unmarried girls; and (4) the volume of opposition from the orthodox portion of the community affected. In regard to the first objection, he said that the custom of early marriage was neither ancient nor consistent with the texts of Hindu Law nor invariable. It was one of recent origin and was invalid. It was pernicious in its effects and caused national decay and poverty and had therefore to be rooted out at the earliest opportunity. As for *vara-sulka*, he thought it would not be aggravated, as the scope for choice of bridegrooms outside the secondary schools was wide enough. If at all, the measure advocated would only tend to accelerate the end of *vara sulka*. In the case of the existing grown-up girls also, a wide field was open to select their husbands from, *viz.*, the college class students, students out of school and widowers, not to speak of the large number available in the adjoining Presidency where a like measure had not yet been thought of. As regards the volume of opposition from the orthodox Brahmin community, he contended that it was soundness in preference to volume that should form the test of the acceptability of any objection. The sound views of the thinking and educated minority should prevail with the Government in preference to the blind views of a stubborn majority. Even such opposition would gradually disappear, as had been proved in similar instances of

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bold reforms carried out by the Government. He did not ask for a legislative enactment. All that was necessary was to introduce a clause in the Education Code that married boys should not be admitted in the Sirkar Secondary Schools. The Government were doing so much to elevate the depressed classes; but the measure advocated by him was necessary in order to retain the Brahmin community in its present position. He therefore commended the proposal for the anxious and serious consideration of the Government and requested that something might be done for maintaining and improving national efficiency.

Dewan's reply.—The Director of Public Instruction will be asked to report on the subject. The Division Peishkars will also be asked to consult the people affected and report what their sentiments are.

109. The need for making Vernacular Primary Education compulsory throughout the State, and for teaching Commercial subjects in the Secondary Schools.

Mr. T. V. Krishna Iyer (Member, Trading Classes, Nagercoil) said that the adverse remarks made by the Member from Agastiswaram had formed the subject of conversation among the other Members of the Assembly, and they were all agreed in the view that the remarks were quite uncalled for and unjust. The constituents in each taluk sent their representatives to the Assembly only to submit their grievances and requests, and if any Member transgressed those limits and said anything beyond, that should be regarded as his own personal opinion.

Proceeding to his subject, the Member stated that at present vernacular primary education in Classes I to IV was free; but he said it should be more *compulsory* also. The necessity for, and the advantages accruing from, declaring primary education compulsory had been ably laid before the Government by such eminent men as Messrs. K. G. Sesha Iyer and C. Krishna Pillai, and a Bill for the purpose had also been introduced into the Legislative Council by Mr. P. K. Kesava Pillai. It was not necessary to make primary education compulsory throughout the State all at once; but the measure might be tried in two or three taluks at a time and gradually extended to the others. He requested that the matter might receive early attention.

He next requested that facilities should be afforded for teaching Commercial subjects as optional from Class IV in the Sirkar Elementary Schools. No doubt the Code made mention of those subjects, but the provision was not given practical effect. He mentioned how, in other countries, special Commercial Schools and Colleges had been started in view of the importance of the subjects in relation to trade and commerce. He requested therefore that action should be taken to insist on the subjects being taught from Class IV as optional.

Dewan's reply.—Noted.

110. The necessity for establishing hostels for all the Departmental Higher Grade Secondary Schools in the State.

Mr. P. K. Koshi (Member, T. I. C., Mavelikara) said that the educational care of the State did not stop with ministering to the intellect. An atmosphere of good morals and healthy physical surroundings were recognised as indispensable for the development of the intellect itself along proper lines, and their effect on the individuals in making them the right sort of citizens was also recognised. It was from that stand-point that hostels or boarding-houses were attached to educational institutions in all civilized countries. He added that the University insisted upon the residence of all college students in hostels attached to colleges or in places approved of by the local college authorities, and that the compulsion was, in spite of the slight increase in the cost of living of individual students, found to produce good results. The Member next pointed out that 45 per cent of the pupils in the two Higher Grade Secondary Schools at Mavelikara were outsiders, and that, in the bigger towns, the proportion of outsiders would be greater. They generally messed in hotels where unwholesome food was served, and they lived in dingy unhealthy sheds. They were also left to take care

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